Office CCH 13

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SAN JUAN

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Form Letter No. 5 2

Subject : General Remarks Concerning the Teaching of English in Grades Seven and Eight.

To : Superintendents of Schools and Special Teachers of English

The purpose of the attached pages is to suggest methods w hich may be useful to teachers of English in grades seven and eight.

Any further information desired will be furnished upon request by the Supervisor of this subject.

Yours very truly,

COMMISSIONER OF EDUCATION

per,

F. Rodriguez López
General Director, Elementary Schools

jpb.

October 3, 1932.

GENERAL REMARKS

Concerning the Teaching of English in the Elementary School

Grades 7 and 8

J.P.Blanco
Supervisor of English

OUTLINE

I. - THE WORKING SCHEDULE
II. - ORAL ENGLISH
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I. - THE WORKING SCHEDULE

Teachers may follow either No. 1 or No. 2, according to the needs of the group. Schedule No. 1: Alternating Composition and Reading, e.g. three days, Reading; two days, Composition and Grammar. Schedule No. 2: The "Block System": Devoting the entire week, or two weeks, to Composition and Grammar; and the following week, or two weeks, to Reading and Literature. The block may be one or two weeks in length, according to the material available and the needs of the group.

When the block system is followed, it is advisable to prepare the plan in advance for the entire block. Such plan may then be worked out into smaller units that may be covered in one or two days each.

II. - ORAL ENGLISH

Whatever the working schedule followed, and whatever the aspect of the subject being taught when the block system is used, ONE FULL PERIOD A WEEK should be devoted to oral English. Perhaps Monday is the best day for this, but the teacher will choose her own day.

Under Oral English, the following three aspects should be considered: (1) Oral Composition (2) Interpretation of Good Literature (3) Mechanics of Speech.

Oral Composition

Oral Composition and Interpretation of Good Literature will function best under clear, definite assignments made in advance. Mechanics of Speech has more to do with actual instruction in the schoolroom although it also may function under assignments in the way of exercises to read aloud or to repeat from memory in class.

Before undertaking the more advanced work in Oral Composition outlined below, the teacher should make certain that pupils have developed some skill in at least the following points: (1) Giving good complete sentences as a result of their having developed their sentence sense (2) Telling interesting short stories (3) Telling stories from pictures (4) Reproducing short stories read in class and outside (5) Carrying out easy dramatizations.

Assignments in Oral Composition may be made to pupils individualy or to groups of pupils. The following are examples of individual assignments:

1. - How to do or make something,e.g. How to play a new game-How to make a calendar.
2. - Explaining and illustrating proverbs,e.g. "As the twig is bent the tree is inclined".
3. - Narrating interesting incidents from experience,e.g. A burglar scare.
4. - Business talks,e.g. Join the athletic association.
5. - Relating unique incidents from American history,e.g. The First American Thanksgiving.
6. - Talks about industries,e.g. An apiary.
7. - Discussion of short-story masterpieces,e.g. "Love Me Love My Dog".(Richard Harding Davis)
8. - Travel talks,e.g. About natural wonders, historica l landmarks, picturesque scenes, literary landmarks, celebrated cities and towns.
9. --Quoting from modern speeches.

10. Describing scenes of unusual color,e.g. A costume party.-Native customs,e.g. Celebrating the Patron Saint's Day; Popular May Devotions; the old "Ribbon Races" and "Bucket Tilting".
11. Explaining mechanical devices.
12. Telling of customs in other places.
13. Discussing some current political issues.
14. Reports on books read.
15. Delivering short speeches for imaginary occasions,e.g. dinners, meetings, classreunions, holiday celebrations, presentations.
16. Teaching something to the class that is not well known to them.
17. Telling stories.
18. Interviewing people about current events, and reporting interviews to the class.
19. Telling about current events at home and abroad, adding speaker's reaction to them.
20. Telling about one's particular hobby.

THE FOLLOWING ARE EXAMPLES OF GROUP ASSIGNMENTS:

(1) Presenting Period Programs,e.g. Two pupils speak on certain topics as leaders, and others speak as members of the team appointed or selected,e.g. Topic: Theodore Roosevelt : Leaders, two pupils; team, six pupils. (2) Programs about great men or women,e.g. Benjamin Franklin, Mary Lyon, E.M. de Hostos. (3) Programs about unified groups,e.g. (a) Spanish Orators (b) German Musicians. (4) Programs about popular authors,e.g. John Masefield, Jack London. (5) Programs of varied unities,e.g. (a) Animals in literature (b) American humorists (c) Porto Rican statesmen. (6) Programs about scientific topics,e.g. The telephone; the incandescent lamp; auto mechanics. (7) Mottoes and the men and women they make,e.g. "Play Safe"; "Play Fair"; "Deeds Not Words". (8) Present Day Problems (9) Debates,e.g.; Two teams of two members each: two-minute speeches followed by two rebuttal speeches of two minutes each. Such debates may be given in fifteen minutes. (10) A "talk around": Each of several pupils speaks in turn on a subject previously chosen and assigned. The exercise may last fifteen minutes. (11) The "symposium": an interchange of views upon a common topic previously chosen and assigned to several pupils. The exercise may last fifteen or more minutes. (12) Programs on certain books read in class,e.g. dramatizations and character sketches. (13) Make-believe radio broadcasting programs,e.g. news and items of school interest. (14) Other activities, such as : Organizing a literary society and giving short programs with numbers in declamation, readings, extemporaneous speaking on easy subjects, original speeches, songs, short debates, games.

PERFORMANCE OF THE ORAL COMPOSITION.

The following technique will be found helpful: (1) Speak from the front of the room (2) Speakers should hold nothing in their hands while speaking (3) With individual assignments, pupils should be required to hand in a written outline of their oral compositions before they begin to speak. This practice will insure their preparation (4) With group assignments, the chairman of the group, similarly, should hand in a written outline of the activity (5) Pupils should speak cheerfully and in a clear, properly -pitched voice (6) Correct standing posture, proper gestures, and correct language are essential items to keep in mind in exercises of this nature.

THE CRITICISM OF THE ORAL COMPOSITION.

The following outline will be found helpful:

a. STRUCTURE: Coherence, unity, emphasis.
b. STYLE : Grammatical correctness, vocabulary, general arrangement of words.
c. DELIVERY : Ease and posture, pronunciation, voice management.

The criticism should be made largely by the class. Pupils should be make acquainted with the above outline, and should follow it in their criticisms.

The teacher should guide the criticism of the oral compositions given in class, and should take notes of all points of weakness for proper teaching and drill.

2. INTERPRETATION OF GOOD LITERATURE.

This aspect of the work is of extreme importance. I cannot think of any better selections for this purpose than those given in the Smith book listed under "References". Among them are found excellent selections from : Connan Doyle, Holmes, Lanier, Van Dyke, Mansfield, Noyes, Bryant, Connor, Riley, Markham, Riis, Daudet, Whittier, Balzac, Stevenson, Rosetti, Irving, Matthews and Browning. Occasional exercises in the oral reading of these selections and of others that these might suggest would be of inestimable value to pupils.

3. MECHANICS OF SPEECH

The following outline will guide teachers in the selection of important items; (a) Correct position when speaking (b) Correct breathing (c) Correct pronunciation (d) Correct speech habits (e) Correct vowel and consonant sounds (f) Pronunciation drills (g) Syllabication (h) Accent (i) Intellectual elements in

oral English, e.g. accuracy and facility; appreciation of words; knowledge of grammatical relations; imagination; mental grasp; study of models; practice. (j) Emotional elements (k) Technical elements. For details of this outline, see the Smith book listed below.

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(1) Thomas, C. S.-The Teaching of English in the Secondary School Houghton Mifflin Co., Boston, Mass. (2) Bolenius, E. E.- The Teaching of Oral English -The Lippincott Publishing Co., Philadelphic, Pa. (3) Smith, W. P. -Oral English in the Secondary School - Macmillan, New York, N. Y. (4) Hawn-Platform Pieces-Heath (5) Laycock and Spofford-Manual of Argumentation-Macmillan (6) McKnown-School Clubs- Macmillan (7) Procter and Stroop-Selections for Public Speaking (8) Scruggs, Ray-Ten Hundred Laughs- Houston, Texas. (9) Smith, W. P. -Short Plays-Macmillan (10) Stern-Clubs- Rand McNally Co.

III. WRITTEN COMPOSITION

General Aims:

(1) Developing a sense for form and organization. (2) Encouraging a free expression of pupils' interests. (3) Stimulating keen observation and graphic phrasing (4) Allowing the other subjects in the curriculum to contribute to the composition work. (5) Criticizing constructively and sympathetically, as much by personal conference as possible.

General Suggestions:

Kinds of composition to be emphasized: (1) Begin with the SENTENCE - interesting sentences - e.g. (a) Sentence expansion by word, phrase and clause (b) Sentence changed to express past and present (c) Group of words as subjects of sentences. (d) Consider subjects and predicates. (2) THE PARAGRAPH: (a) Build paragraphs from topic sentences (b) Make outlines for paragraphs developed from topic sentences, e.g. narration, description biography, autobiography. (c) Writing titles of stories, e.g. from pictures, observation, experience, incidents, and other sources (3) SYNONYMS AND ANTONYMS. (4) EXERCISES FOR VARIETY IN SENTENCES. e.g. (a) Changing words to phrases and clauses (b) Dropping certain unnecessary words in sentences. (c) Changing from the active to the passive voice (d) Changing participial phrases to clauses (e) Changing prepositional phrases to clauses (f) Changing of phrases to possessives (g) Changing words to phrases (h) Changing objects to subjects. (i) Direct quotations to clauses (j) Possessives to phrase of clauses (k) Clauses to direct quotations (l) Combining two sentences into one (m) Transposition of sentences (n) Transposition of poetry (p) Changing progressive forms to past.

(5) COPYING: Tea ch accurate copying, e.g. different types of stanzas of poetry, and short prose selections. (6) DICTATION: (a) Different kinds of sentences [illegible] (b) Sentences containing homonyms (c) Sentences containing possessives, quotations, aabbreviations. (7) WRITTEN CONVERSATION: (Do these orally first), e.g. (a) Ima ginary situations between persons or animals. (b) Real experiences (8) DESCRIPTIONS OF PICTURES. (Do orally first), e.g. (a) Give and write the story suggested by the picture. (b) Consider the picture from the standpoint of art (c) Compare two pictures by the same artist, by different artists of the same period, or by two artists of different schools. For this work, select masterpieces by Bonheur, Breton, Corot, Dupre, Reni, Mauve, Millet, Troyon, Oller, and others.

(9) AUTOBIOGRAPIES: Teach how to prepare preliminary outlines, e.g. (a) Personal autobiographies (10) DREAM STORIES: (Do some orally first in collaboration by the class): e.g. Assign a name to each student, e.g. lion, aviator, cat, etc. Assign subjects of dreams, and give definite instructions. Sometimes the teacher may start the stories as examples. (11) WISHES: (Do some orally first), e.g. (a) Have pupils tell what they would do if they were certain persons, animals, fish, millionaires, flowers, automobiles, etc. (b) Have pupils tell real wishes. (12) PERSONAL EXPERIENCES: (Do some orally first), e.g. (a) Things they have done or made, e.g. made a dress; planted a garden, etc. (b) Personal narratives, e.g. My Birthday Party (c) Keeping a diary, e.g. personal diaries extending over a short period of time; imaginative work, e.g. the diary of an animal, of an historical personage, etc. Assign a different subject to each pupil.

(13) BEGINNING STORIES: (Do some orally first), e.g. Suggested beginnings to be completed by the class. (14) DESCRIPTION: (a) Observation of animals, plants, buildings, customs, storms, persons, characters from literature, etc. (b) Make a map of the neighborhood showing the points of interest about which pupils would like to write, and the titles for themes. Each pupil may make his own map and write his own titles. (15) LETTERS: (a) Social and imaginative: Informal invitations, acceptances and regrets; note sent with gift; note ofthanks for a gift; letter of appreciation for a kindness; letters of request, sympathy, congratulation, application, recommendation, inquiry, apology, refusal. (b) Consider: letter form; suggestions regarding social correspondence; suppositions as basis for informal invitations; acceptance and regrets; illustrative social letter forms; subjects for imagina tive letters (16) BUSINESS CORRESPONDENCE AND TELEGRAMS: (a) Consider: Suggestions regarding business letters; supposi-

tions for business letters and telegrams; illustrative business letters and telegrams; [illegible] condensing the short letter into a telegram; story based on a telegram: (b) Orders for goods (c) Application for a position (17) ADVERTISEMENTS AND NEWSPAPER ITEMS: (a) Found - For Sale - For Rent- Stolen- Wanted - Local newspaper items (b) Suppositions for each of the above; illustrative advertisements; story based on a telegram, [illegible]; suppositions for a newspaper items (18) REPRODUCTION THROUGH CORRELATION WITH GEOGRAPHY, HISTORY AND LITERATURE, (19) TRANSLATIONS INTO ENGLISH, e.g. whole units; letters, telegrams, short stories, short speeches, etc. (20) PRECIS: Of short stories and books road. (21) BOOK REPORTS: Summarize and express the gist in 150 words written on one side of a 4x6 card, showing author, title, publishers and date of publication.

(22) PLAYS OR DRAMAS: (a) One-scene or one-act plays, e.g. Changing conversation stories to a play, e.g. Mr. Cat and Mr. Mouse (b) Original stories made into plays (c) Dramatization of these plays. (23) RHYMING AND POETRY MAKING: (a) Develop the rhyme sense (b) Exercises finding words that rhyme (c) Write couplets on the board as examples, e.g. "We waited for an obnibus In which there was no room for us". (d) Give initial lines of couplets, e.g. "Butterflies, blue and white and gold."

WRITING, CORRECTION AND FILING OF COMPOSITIONS

SUGGESTED TECHNIQUE: (Short Compositions)

(1) - Have all compositions written in the classroom.
(2) - The first draft may be written on common school paper. The final draft of themes, letters, conversations, description of pictures, autobiographies, dream stories, wishes, personal experiences, reproductions, translations, precis, and all other important forms of composition, should be written, in so far as possible, on regular theme paper. Two or three tablets of this paper should last the class a good long while.
(3) - Either the loose-leaf composition notebook may be used for filing the compositions away in the classroom, or the regular vertical filing folder, or envelope used in business offices. The folder is perhaps the least expensive of all and the easiest to handle.
(4) - Pupils may be aided in polishing and refining the first drafts. This aid should be given in the way of guiding and leading rather than telling. First drafts should be finished at one sitting. If time permits, the final drafts ("teacher's copies") should be made from the first.

Note: Before (17) above, add the following: (16) (d) Day and night telegrams; (e) Day and night letters.

draft during the same period. If there is no time for this during the same period, the first drafts should be collected and given out again the next day the class meets, for copying off.

(5) - Pupils should hand in both their first drafts and their teacher's copies for filing. (By "teacher's copies" is meant the final copy)

(6) - Teacher's copies may be handled in various ways:

(a) Pupils may exchange papers and neatly indicate the errors by a check mark. When the papers are returned, the corrections may be discussed.

(b) Pupils may read their compositions to the class and kindly criticism given.

(c) The poorest composition may be read to the class by the teacher, sentence by sentence, for correction.

(d) Pupils may correct their own compositions by following certain questions which the teacher may prepare for them, e.g. Did I leave a margin? Did I indent the paragraph? Have I spelled every word correctly? etc.

(e) Pupils may correct their own compositions in the class under the supervision of the teacher, looking for one kind of error at a time.

(f) The teacher may look over the papers without putting any mark on them, listing the errors common to the class. These errors may be listed on the blackboard, the wrong form being erased when the correct form is written; or they may be given orally by the teacher for correction. After corrections are made, pupils should ascertain which errors were their own by looking over their papers again, and make the corrections in writing.

(g) Occasionally, an entire set of teacher's copies should be looked over carefully by the teacher and returned to pupils with errors corrected after which they should be kept on file in the classroom.

(h) While correcting pupils' compositions, keep the following items in mind:

- -Correct only those things for which pupils are held responsible.
- -Avoid red-inking the page with corrections, but in the margin and at the close write brief constructive commentaries.
- -Grade compositions in the fractional form, the numerator, indicating the substance or content, and the denominator, the form or mechanics.

(i) Each pupil's composition should be filed in a separate folder, envelope or notebook. It is suggested that a table of contents be kept inside of each file. It may be written or scrip-printed on the inside of the folder or on the first sheet in the notebook. Such table of contents should show the title of the

composition, the date, and the grade given by the teacher. Grades should be given in letters, e.g. A, excellent; B, good; C, fair; D, unsatisfactory.

(j) The best copies may be hectographed and passed out to pupils in class for the study of its points of excellence. Such copies should show the author's name. A similar procedure may be followed with a very poor copy, to study points of weakness. Poor copies should not show the authors' names.

(k) Devices for creating an interest in written language:

-The school newspaper or magazines.

-The room newspaper - weekly; monthly; printed; hectographed; script-printed.

-The making of the map suggested under 14, b, page 6.

-A book: A book may be made by combining all the excellent written work done in a certain period of time, e.g., the second semester.; or a book of poems; a book of letters; a book of stories; a book of translations, etc.

- Booklets: Each pupil collects all his compositions.

NOTE: Occasionally, teachers should file with the central office in San Juan copies of their pupils' best productions. Such copies should show all the necessary data for its complete identification.

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(1) Bolenius, E. E.-Everyday English Composition - Amer. Book Co. (2) Brown, R. W. - How the French Boy Learns to Write-Harvard Press (3) Carpenter - Stories Pictures Tell - Rand McNally (4) Cooley, A. W.- Materials of Composition - Beckley Cardy Co., Chicago, Ill. (6) Johnson et al - Practical Exercises in Composition - Macmillan (7) Leonard, S. A. - English Composition as a Social Problem - Houghton Mufflin Co. (8)Mahoney, J. J. - Standards in English - World Book Co. (9) O'Henry Letters - Doubleday, Page Co. (10) Sheridan B. M. - Speaking and Writing English - B. H. Sanborn Co. (11) Thomas, C. S. -The Teaching of English in the Secondary School - Houghton, Mufflin Co. (12) Thurber, S.-Précis Writing for American Schools Little, Brown Co. Boston, Mass.

IV. GRAMMAR

Pupils successfully completing the sixth grade of the elementary school are supposed to have acquired a fairly good basic

knowledge of English grammar. They have received instruction in the proper use of the different parts of speech, capitalization, punctuation, verb forms, abbreviations, contractions, different forms and uses of sentences. The work in the upper grades, therefore, should rather center around the following aims:

(1) The correct application of all the theory learned
(2) The definite establishment of correct habits of expression

In order to achieve the above aims thoroughly and economically, teachers should consider the following aspects : (1) Minimum essentials of grammar (2) Functional grammar.

MINIMUM ESSENTIALS

The minimum essentials differ for different groups. The procedure, therefore, would seem to be : (1) Through a diagnostic test, determine which essentials are needed by the group (2) Build these essentials up with the cooperation of the group.

The first composition written by pupils will give the teacher an idea of what the group needs as a whole,e.g. spelling, verb forms, adverbs, vocabulary, form, etc. Several compositions written will give an exact idea of the needs of the entire group and of the pupils individually.

Minimum essentials may be built up through: (a) Board talks,that is, explanations with illustrations on the board, followed by written exercises (b) Assignments for special study (c) Finding examples in the literature read (d) Calling attention constantly to infrigements appearing in pupils' written work and having them corrected.

FUNCTIONAL GRAMMAR

Definition: Those forms in grammar that are essential to the pupil who would express his thoughts correctly. It eliminates much formal grammar, and substitutes a process of thinking for grammar drill.

Under this heading consider the following points:

(1) SECURE THE SENTENCE SENSE.
(2) SECURE SENTENCE VARIETY, as follows:
- Be practical: Correlate grammar work with the themes written and the revision made. See that the theory that pupils learn is applied to the sentences they write.

- Attack the monotony of simple sentences that are too much alike, by : (a) Altering the beginnings by a phrase, a single adverb, a transposed word, phrase or clause.
- Train pupils in self-criticism. Teach them to read their compositions aloud softly to see how they "listen".
- Teach the meaning of the common connectives, e.g. and, but, for (conj.), because, unless, since, although, admitting that, meanwhile, yet, consequently, for example, on the other hand, moreover.
- Eliminate unnecessary words, by : the use of apposition, reduction of wandering clauses, the apostrophe, participial phrases, prepositional phrases.

c. SECURE SENTENCE UNITY, COHERENCE AND EMPHASIS, BY:

- Proper agreement: subjects and verbs; antecedents and pronouns; antecedents and relatives and following verbs and pronouns.
- No shifts in construction: in person, subject, voice and tense. Sometimes the sense demands a shift in tense.
- Avoid non-parallel constructions, e.g. "She is a girl who has no love nor interest in her sisters." The preposition in cannot serve love and interest.

d. PUNCTUATION:

- Discover what conventions are now accepted.
- Teach the period, question marks, comma, quotation marks, apostrophe, italics, colon, exclamation point, dash, semicolon, parenthesis. Most of these may be taught through "oblique teaching", that is, incidentally as cases arise.

e. SPELLING:

- Teach spelling by: (1) Arousing a feeling that spelling is important (2) Explaining how words should be studied (3) Seeing to it that pupils practice the method recommended under "steps" below. (4) Seeing to it that each pupil has, and is working upon, his personal spelling list made fromhis own errors (5)Drilling upon selected lists, tested, studied, again tested in dictation (6) Constructing dictations that will contain systematic reviews of words formerly listed. (7) Encouraging pupils to improve upon their previous records.

- In studying the spelling of words, the following steps are advised: (1) Look at the word, pronounce it, try to visualize it syllable by syllable (2) Say or whisper it (3) Compare the mental vision with the printed page

while saying the letters (4) Again attempt to visualize it (5) Again compare the image with the original (6) Write the word (7)Compare it with the original. (8) Write it again.

- Have each pupil keep a list of his individual errors as a basis for his spelling book.
- Give reviews at specified times and at varying intervals.
- Keep individual progress charts.
- Paragraphs dictated should contain interesting material.

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(1) Cross-Fundamentals in English-Macmillan (2) Cooley, A.W.-Language Teaching in the Grades-Houghton Mifflin Co. (3) Horn and Ashbaugh-Spelling Book-Lippincott-Philadelphia (4) Kittredge and Farley-Advanced Grammar-Ginn and Co. (5) Mahoney, J.J.-Standards in English-World Book Co. (6) Sheridan, B.M.-Speaking and Writing English-B.H. Sanborn Co. (7) Stormzand and O'Shea-How Much English Grammar? Warwick and York, Baltimore, Md.(8) Suzzalo et al-Everyday Spelling -American Book Co. (9) Tidyman, W.F.- The Teaching of Spelling World Book Co. (10) Thomas, C. S.-The Teaching of English in the Secondary School-Houghton Mifflin.

V. VOCABULARY BUILDING

GENERAL SUGGESTIONS: (1) Awaken pupils' interest in words (2) Sharpen and define the uses and the meanings of those words that they already know. (3) Clear up the meanings of like forms which are confusing (4) Accustom pupils to the usual idiomatic combinations of certain useful words. (5) Teach prefixes, roots and suffixes. (6) Introduce pupils to new words which will be of actual use to them in their talking, writing, and reading.

SPECIFIC DEVICES: (1) Have pupils keep a record of all new words learned (2) Have them select certain words used in their compositions and study them (3) Require the use of at least one new word in every theme they write and every oral composition they give. (4) Find and apply synonyms (5) List specific names under generalnames (6) Find substitutes for overworked words, and apply them to several situations (7) Memorize well selected verse and prose (8)Learn specific names falling under such general terms as: fish, birds, shells, plants, trees, animals. (9) Encourage the careful study of the dictionary (10) Distinguish between meanings of associated words, such as character and reputation. (11) Ask pupils to find words that were particularly effective in

.. the piece of prose, or poetry just studied (12) Have them use the above words in original sentences. (13) From time to time, ask pupils to report which of these words they have found occasion to use. (14) During the discussion that often precedes the composition lessons, write on the board helpful words that will be needed (15) Find adjectives adequate for the exact delineation of objects.

REFERENCES

(1) Akin - Word Mastery - Houghton Mifflin (2) Ayres - Spelling Vocabularies of Personal and Business Letters - Russell Sage Foundation (3) Fernald - English Synonyms and Antonyms - Macmillan (4) Thorndike - The Teachers' Word Book - Teachers College, Columbia University.

VI. PROJECTS

GENERAL REMARKS: (1) The projects listed below are recommended as outside activities. (2) Projects are not recommended that: (a) Will involve unnecessary expenditure of money by teachers and pupils. (b) Are not practica l from a linguistic or literary point of view. (c) Will extend over a long period of time (d) Will require the making of something by pupils, for exhibition or illustration (e) Will involve the making of something to illustrate masterpieces read. (f) Do not bear directly upon pupils' work from the literary or linguistic point of view.

PROJECTS RECOMMENDED AS OUTSIDE ACTIVITIES: (1) Letter writing: corresponding with classes in other schools in the United States or abroad (2) A reading club (3) Collecting adequate reading material for a Reading Table in the classroom (4) A book club (5) A literary society (6) A deba ting club (7) Assembly programs: dramatizations, songs, dialogues, declamations, singing games, characterizations. (8) Working out and putting on dramatizations based on stories taken from the bible, mythology, history, literature (9) Special holiday programs: Christmas, Columbus Day, The Epiphany ("Three Kings' Day"), Halloween, Thanksgiving Day, Washington's Birthday, Abolition Day, Lincoln's Birthday (10) Pageants (11) A class Story Book: Collections of stories written by pupils (12) Putting on a play - original or otherwise (13) An operetta - original or otherwise. (14) A class book of the best themes written during the term (15) A weekly paper - script-printed, hectographed, or printed. (16) A monthly paper - script-printed, hectographed, or printed. (17) A term magazine (18) A room paper - script-printed, hectographed, or printed (19) An annual (20) Programs about modern authors (21) Contest: Story telling, story writing, declamation, debates, symposia .. (22) A Better Speech Campaign (23) Special programs for parties, e.g. A Halloween Party. (24) Collections of types of literary productions: ballads, short

stories, songs (Avoid mutilating books in making these collections) (25) A class book of poems - poems written during the term.

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VII. READING AND LITERATURE

GENERAL REMARKS
(See Twenty-fourth Yearbook for More Details)

1. - READING ACTIVITIES IN SCHOOL AND SOCIAL LIFE.

(a) READING ACTIVITIES IN SCHOOL: Reading is intimately related to most school activites. (b) SIGNIFICANT FACTS ABOUT READING AND MODERN LIFE: (1) Intelligent reading is essential. (2) The amount of reading that is done has rapidly increased during the last two decades, and continues to increase. (3) Inadequate reading attitudes and habits have eventuated in a large number of adults being unable to read or not interested in reading. (4) Children and adults read for many useful purposes, each purpose being characterized by certain attitues and habits. (c) CLASSIFICATION OF READING EXPERIENCES: They may be roughly classified into: (1) Reading of the work-type, and (2) Reading for recreation.

2. - MAJOR OBJECTIVES IN READING.

PRELIMINARY REMARKS: (1) When education was restricted to the "Three R's", the objectives were: (a) To master the mechanics of reading (b) Oral English (c) To develop a taste for good literature. (2) Now that modern social activities, the enrichment of the content of school courses and the reorganization of the curriculum demand more reading, the following major objectives have been adopted: (a) Rich and Varied Experiences through Reading (b) Strong Motives for and Permanent Interests in Reading (c) Desirable Attitudes and Econo-

mical and Effective Habits and Skills.

3. - MEANINGS OF THESE MAJOR OBJECTIVES.

(a) RICH AND VARIED EXPERIENCES: It emphasizes the content of what is read. Modern life demands rich and varied experiences. People must keep in touch with social progress and world problems. Reading materials must be wisely chosen. (b) STRONG MOTIVES FOR, AND PERMANENT INTERESTS IN READING: It emphasizes reading that will inspire children's lives, and provides for the wholesome use of leisure time. This objective includes : (1) Acquainting pupils with sources and values of reading materials of the work and recreational types, and (2) Developing in them standards which they may use in selecting their own reading materials later in life. (c) Desirable attitudes and Effective Habits and Skills: (1) Recognition of sentences as units of thought (2) Recognition of words and groups of words. Whether the reading is silent or oral, developing the following habits is desirable: (a) Accurate recognition (b) Rapid recognition (c) A wide span of recognition (d) Regular progress of perception along the lines (e) Accurate return sweeps of the eyes from the end of one line to the beginning of the next line (3) Recognition and interpretation of typographical devices, such as: punctuation, paragraphing, indentation, italics, marginal or paragraph headings, references to footnotes. (4) Holding the book properly, securing proper light, good sitting or standing position.

4. Habits of Intelligent Interpretation.

(a) A clear grasp of the meaning of passages (b) An understanding of the thoughts, sentiments and ideals expressed (c) Arousal of proper emotional attitudes.

In connection with interpretation, the teacher should consider the following mental processes as determining specific purposes for which she may have pupils read: (1) ANALYZING OR SELECTING MEANINGS, e.g. (a) Selecting important points (b) finding, answers to questions (c) finding material related to a given problem (d) determining the essential conditions of a problem. (2) ASSOCIATING AND ORGANIZING MEANINGS, e.g. (a) grasping the author's organization (b) associating what is read with previous experiences (c) preparing an organization of what has been read. (3) EVALUATING MEANINGS: e.g. (a) appraising the value of statements; (b) comparing facts read with items of information from other source (c) weighing the evidence presented (d) interpreting critically. (4) RETAINING MEANINGS: e.g. (a) to reproduce to others (b) to use in various specifics ways.

5. EFFECTIVE ORAL INTERPRETATION OF SELECTIONS TO OTHERS

It presupposes the habits described under the above third major objective, as well as (1) accurate pronunciation, and (2) clear definite motive for reading (2) A sympathetic regard for the listener (3) A clear understanding of the meaning and purpose of the selection (4) A sense of the importance of the message (5) Clear oral presentation of thought relationship (6) Adjustments to, and the expression of changes in character and mood presented in the subject matter (7) Vocal adjustments to the rhythm of poetry (8) Appropiate gesture and facial expression (9) Controlled bodily movements and breathing (10) Keeping the entire reading situation in mind and making necessary adjustments from time to time. (11) Confidence in one's own ability. Oral reading of this nature is of extreme importance in learning a foreign language. In addition to special exercies in oral reading in which the above practices should be observed, all selections read silently for the purposes enumerated under "Habits of Intelligent Interpretation" above should be read aloud.

6. - THE ENGLISH READING PROGRAM FOR GRADES SEVEN AND EIGHT

(a) SPECIFIC READING ATTITUDES, AHABITS AND TASTES THAT PUPILS ARE SUPPOSED TO HAVE DEVELOPED PREVIOUS TO ENTERING THE SEVENTH GRADE: (1) Maturity in the fundamental habits of both oral and silent reading. (2) Progress in intelligent interpretation (3) Progress in reading effectively for different purposes (4) Acquisition of strong motives for reading (5) Habits and skill essential in the effective use of books, libraries and sources of information (6) Progress in conscious learning.

(b) SPECIFIC AIMS IN THIS ENGLISH READING PROGRAM: (1) To extend apprehension. Both recreational and work-type reading should be included . Wide reading of books, selections, newspapers and periodicals. (2) To promote and refine reading interests and tastes. Permanent interests in current events. Habit of reading periodicals with speed and good judgment. Acquaintance with sources and values of different types of reading material. Development of standards for use in selecting materials to read. (3) To promote habits of intelligent interpretation. Improvement and refinement of the habits involved in reading for different purposes. Stimulation and direction of keen interpretation of what is read. (4) To provide individual or group instruction in the fundamental habits of silent and oral reading. (5) To improve and refine habits of expressive oral reading, particularyand drama-

tic selections, and in connection with public and class activities that require it. (6) To develop skill in the use of books and libraries. To make rapid progress in locating, collecting and summarizing printed materials.

(c) ESSENTIAL ENGLISH READING ACTIVITIES: (1) Intensive study of certain prose selections, for : thought, construction, oral and written composition derived from them. (2) Extensive reading of assigned or suggested references in connection with selections read to supplement the information gained from the study of these, followed by oral reports in class. (3) Group recreational reading and enjoyment of selections of good literature. (4) Interpretative oral reading in class in connection with the enjoyment of literary and dramatic selections. (5) Free and independent reading in school or at home of current events published in English, English periodicals and books, and selections for information and pleasure. (6) Group or individual instruction in the fundamental habits of silent and oral reading.

(d) READING AND ENJOYMENT OF LITERATURE: (1) This activity will not include reading of an analytical nature. Its aims are: (a) Extensive reading (b) The gaining of rich experiences through extensive reading (c) Acquainting pupils with the sources of interesting, wholesome materials. (2) Pupils should learn to: (a) Read rapidly in order to enjoy the action and events of a story,e.g. Rip Van Winkle. (b) Understand and interpret characters,e.g. the hero in Browning's "An Incident of the French Camp". (c) Read aloud in order to enjoy certain selections more fully, e.g. Browning's "How They Brought the Good News from Ghent to Aix".

e. - MATERIALS OF READING.

(A) - SUGGESTED READING TO BE DONE IN CLASS, IN THE ORDER LISTED.

SEVENTH GRADE

FIRST TERM : Elson V

SECOND TERM : Pathway V

EIGHTH GRADE

FIRST TERM: Elson VI
Atlantic Reader III

SECOND TERM: Pathway VI
Everyday Classics V

(B) - SUPERVISED READING (supplementary) to be done at home or in school followed by brief written reports and oral quizzes.

SEVENTH GRADE

FIRST TERM: Stories of Porto Rico
Atlantic Reader II.

SECOND TERM: Everyday Classics VI
South America
Tropical Tales

EIGHTH GRADE

FIRST TERM: Picturesque Porto Rico
Europe

SECOND TERM: Tales of Borinquen
Thinkers and Doers

(C) - APPRECIATION LESSONS

OCCASIONAL LESSONS: Procedure: (1) Select appropriate short poems and stories from standard authors. Titles may be selected from those given under section VIII. Additional titles will be furnished upon request (2) Hectograph in number sufficient to supply each member of the class with copy. Such selections should show the title and the author's name. (3) Apply the technique recommended for the appreciation lesson, viz.: (a) Preparation (b) Presentation : read or recite the selection, or read or tell the story. (c) Aesthetic discussion by pupils. (d)Intellectual discussion by teacher: questions about characters, action, etc. (3) Application : voluntary memorization of the selection or of parts of it.

(D) - MAGAZINES AND PERIODICALS
FOLLOWED BY ORAL REPORTS IN CLASS.

VIII - HOME AND SCHOOL EXTENSION READING

Free list from which pupils may select, read and report upon, at least two books each term. Reports should be written in class under the technique recommended for written compositions in item (21), paragraph "WRITTEN COMPOSITION", above. While experience is acquired in reporting on books read, pupils may be instructed to follow this outline: (1) Title, author, publisher (2) Classify the book as: novel, or story of adventure (3) Characterize it as: humorous, pathetic, thrilling, dry. (4) Name the chief characters (not more than five) giving the most prominent characteristics of each (5) Where is the scene laid, and in what period of time? (6) Relate the incident you liked best, or describe the most vivid scene in the book. (7) Would you recommend this book to other class members? Why? This sort of outline is undoubtedly a thorough way of reporting on books read. However, it should be used only as a transition step towards the briefer, connected report recommended in item (21) under "WRITTEN COMPOSITION" in these General Remarks. These brief reports should show pupils' reactions to the books read.

These literature lists have been taken from various city courses of study in continental United States. The literature herein recommended for the seventh grade has been selected from the lists for the fifth and sixth grades appearing in these courses; that for the eighth grade, from those for the seventh grade. Teachers should use their good judgment in suggesting what books to read. Four books have been suggested from each pupil as the minimum, but they should be encouraged to read more.

SEVENTH GRADE

(BOOK, AUTHOR AND PUBLISHER)

(1) The Wonder Clock - Pyle - Harper Brothers (2) Little Men - Alcott - Little, Brown Co. (3) Little Women - Alcott - Little, Brown Co. (4) Through the Looking Glass - Carroll - Harper and Brothers (5) Alice's Adventures in Wonderland - Carroll - Harper and Bros. (6) The Heart of a Boy-De Amicis - T. Y. Crowell Co. (7) Uncle Remus - J. C. HARRIS-Appleton (8) A Boy's King Arthur-Lanier - Charles Scribner's (9) A Boy's Froissart - Lanier - Scribner's (10) The Iliad - Lang Leaf and Myer - Mcmillan (11) The Dog of Flanders-Ouida - Educational Pub. Co. (12) Picciola - Saintine - A. L. Burt's Co. New York (13) The Book of Friendly Giants - E. Fuller - Century Co. (14) Two Little Savages - Seton - Thompson - Scribner's (15) The Wonder Book of Horses - Baldwin - Century (16) Jungle Book - Kipling - Century (17) Just So Stories - Kipling - Century (18) Rebecca of Sunny Brook Farm - K. D. Wiggin - Houghton - Mifflin Co. (19) Little Lord Fountleroy - Burnett - Scribner's (20) Hans

Brinker - Dodge - Scribner's (21) Friday's Child - Crompton - E . P. Dutton Co., N. Y. (22) Story of a Bad Boy - Aldrich - Houghton-Mifflin (23) The Birds' Christmas Carol - Wiggin-Houghton-Mifflin (24) The Blue Fairy Book-Lang- Longman's, Green Co. (25) Five Little Peppers - Sidney - Lee And Shepard (26) Century Historical Readers- 6 volumes- Century Co. (27) Robinson Crusoe-Defoe-Everymna's Library (28) The Scottish Chiefs-Porter- A. L. Burt Co., N. Y. (29) Book of Golden Deeds-Yonge- Burt Co. (30) Elizabeth's Charm String-Forbes-Little Brown Co. (31) Panama, Past and Present - Bishop- Century (32) Careers of Danger and Daring-Moffett- Century. (33) Peter Pan-Barrie- Scribner's (34) The Bluebird-Maeterlinck- Silver Burdett (35) The Piper-Peabody- Houghton-Mifflin (36) Wild Animals I Have Known - Seton-Thompson-Scribner's (37) Two Little Savages-Seton-Thompson- Scribner's (38) Puck and Pook's Hill-Kipling-Doubleday, Page Co. (39) Mr. Wind and Madam Rain-De Musset, Harper's (40) King Arthur Stories from Mallory-Stevens and Allen-Houghton-Mifflin (41) Rackety-Packetty-House -Hodgson Burnett- Century.

LEGENDS, FAIRY TALES and MYTHS

(42) Red Cap Tales-Crockett-Macmillan (43) A Little Book of Prifitable Tales- Field American Book (44) A Boy's King Arthur- Lanier-Scribner's (45) Men of Iron - Pyle-Harper and Brothers (46) Gulliver's Travels- Swift - Macmillan (47) With Spurs of Gold-Kirk and Gree- Little, Brown Co. (48) The Man without A Country - Hale- Little, Brown Co. (49) Hoosier School Boy-Eggleston- Scribner's (50) Hoosier School Master - Eggleston- Grossett and Dunlap Co., N. Y. (51) Grandfather's Chair-Hawthorne - T.Y. Crowell Co. (52) Twenty Three Tales- Tolstoi-Everyman's Library (53) Master and Man - Tolstoi - Everyman's Library (54) Explorers and Settlers - The Colonists and the Revolution - A New Nation - The Westward Movement- The Civil War-The Progress of a United People- Stories in Stone from the Roman Forum: Lovell - Macmillan (55) The Lays of Ancient Rome-Macaulay- Ginn and Co. (56) Undine - De La Motte Fouquet -T. Y. Crowell Co. (57) Westward Ho-Kingsley- Everyman's Library (58) Pioneers of France in the New World - Parkman- Little, Brown Co. (59) Montcalm and Wolfe - Parkman- Little, Brown, Co. (60) Penrod- Tarkinton-Doubleday, Page Co. (61) Mrs. Wiggs of the Cabbage Patch-Race-Century (62) Strange Stories of Colonial Days-Harper Bros. (63) Strange Stories of the Revolution-Harper Brothers (64) Strange Stories of 1812- Harper Bros. (65) Stories of the English-Warren- Heath (66) Courtship of Miles Standish- Longfellow- T.Y. Crowell Co. (67) Men of Old Greece-Hall-Little, Brown Co. (68) Fanciful Tales- Stockton-Scribner's (69) Little Smoke-Stoddard-

(70) The Boy Who Found the King- Aldon-Bobbs Merril Co., Indianapolis (71) Fairy Tales- Andersen- (72) Merry Meg- Bowen

Macmillan (73) In the Days of Giants- Brown-Houghton-Mifflin (74) Children of Odin-Colum-Macmillan (76) Diamond Story Book -Coussens - Duffield and Co., N. Y. (77) The Little Lame Prince-Craik-Lippincott Co., Philadelphia (78) Famous Legends Adopted for Children- Crommelin - Century (79) The Young Folks Book of Myths-Crese-Little, Brown (80) Taytay's Tales -De Hoff-Harcourt Brace (81) The Brazilian Fairy Book - Eells-F.A. Stokes Co., N. Y. (82) Round the World in Folk Tales-Fleming Harcourt Brace (83) Fairy Tales-Grimm Brothers- (84) The Magic Fairy Tales-Harper - Longman's Co. (85) Mopsa, The Fairy- Ingelow-Lippincott Co., Philadelphia (86) The Oak Tree Fairy Book-Johnson-Little Brown (87) The New World Fairy Book- Kennedy-E. P. Dutton Co., N. Y. (88) Water Babies -Kingsley-Macmillan (89) Stories of Long Ago - Kupfer- Heath (90) Fairy Tale Readers - (The Green Series) - Lang- Longman's Co. (91)Green Fairy Book-Lang-Longman's (92) Red Fairy Books-Lang-Longman's (93) Folk Tales Every child Should Know-Madie-Grosset Co. (94) In Chimney Corners- McManus-Doubleday (95) Arabian Nights Entertainment-Alcott-H. Holt Co. (96)California Fairy Tales- Shannon- Doubleday (97) Emerald Story Book (Spring) -Skinner- Duffield Co. (98) The Garnet Story Book - (Cheer) Duffield Co. (99) Pearl Story Book - (Winter) Skinner-Duffield Co. (100) Sapphire Story Book- (Sea) -Skinner-Duffield Co. (101) The Fat of the Cat-Untermeyer-Harcourt Co. (102) Beyond the Rainbow Bridge-Wicks-Bradley. (7 5) Boy Who Knew What the Bird Said-Colum- Macmillan.

STORIES:

(103) Lisbeth Longfrock-Aanrud- Ginn (104) Frigate's Namesake-Abbott- Century (105) Under the Lilacs - Alcott- Little, Brown (106) No School Tomorrow- Ashmond-Macmillan (107) Basket Women and Other Stories - Austin-Houghton Mifflin (108) American Book of Golden Deeds- Baldwin-American Book Co. (109) Fifty Famous People-Baldwin -American Book (110) Gulliver's Travels Retold-American Book (111) Old Greek Stories - Baldwin-American Book (112) Thirty More Famous Stories Retold-Baldwin-American Book- (113) Yankee Ships and the Yankee Sailors- Barnes-Macmillan (114) David Blaize and the Blue Door- Benson-Doran Co. (115) Made to Order Stories- Canfield-Harcourt (116) Stories of Brave Dogs (Retold from St. Nicholas) - Carter - Century (117) Patriot Lad of Old Trenton-Carter-Penn Publisher (118) Pinocchio in Africa- (Patri) Ginn and Co. (119) The Vayagers Colum-Macmillan- (120) The Stories of the Months and the Days-Couzens- Stokes (121) Number Three Joy Street-De La Mare- Appleton (122) Moufflow de la Ramee- Lippincott (123) Children's Book of Thanksgiving Stories- Dickinson- Doubleday (124)Adventures of Billy Topsail- Duncan- Revell Co. (125) Wigwam Evenings- Eastman Little, Brown (126) Jackanapes- Ewing-Heath (127) The Green Door-Freeman-Dodd, Mead and Co. (128) Tales of

the Far - off Days- Hall- Ginn (129) Grandfather's Chair-Hawthorne-Houghton Mifflin (130) Wonder Book- Hawthorne - Houghton Mifflin (131) The Lucky Six Pence - Knipe Century (132) Dr. Dolittle's Caravan- Lofting- Stokes (133) Dr. Dolittle's Circus-Lofting - Stokes (134) Dr. Dolittle's Zoo-Lofting Stokes (134) Voyages of Dr. Dolittle-Lofting Stokes (136) Blue Bird for Children- Maeterlinck-Dodd Mead & Co. (137) Letters from Uncle Henry- Mason-Stokes (138) Harry, The Jungle Lad - Mukerjy-E. P. Dutton Co. (139) Bible Stories to Read and Tell-Olcott-Houghton Mifflin (140) Toby Tyler-Ten Weeks with the Circus - Otis- Harper (141) The Arkansas Bear- Paine- Altimus (142) Puritan Twins-Perkins-Houghton- (143) Jolly Good Times - Smith- Little, Brown (144) Old Old Tales from the Old Old Book-Smith - Doubleday (145) Tell Me a True Story-Stewart - Revell (146) Old World Hero Stories- Tappan- Houghton (147) Twenty-Four Unusual Stories- Tyler - Harcourt (148) Tales of Laughter-Wiggins and Smith- Doubleday (149) Swiss Family Robinson-Wyss- Ginn (150) The Little Duke - Younge-Harcourt (151) Widow O'Callaghan's Boys-Zollinger-McClurg

BIOGRAPHIES AND AUTOBIOGRAPHIES:

(152) True Stories of Christopher Columbus- Brooks Lothrop (153) True Story of Benjamin Franklin- Brooks- Lothrop (154) True Story of Lafayette- Brooks- Lothrop (155) True Story of G. Washington-Brooks-Lothrop (156) Stories of Great Americans for Little Americans-Eggleston-American Book (157) Lasalle-Hasbrouck-Macmillan (58) Historic Boyhoods - Holland-Macrae, Smith Co. (159) William Penn- Holland- Macmillan (160) Captain John Smith- Johnson- Macmillan (161) Washington, A Virginia Cavalier-Mase- Rand Mac Nally (162) Nathan Hale-Root Macmillan (163) Robert Fulton- Sutcliffe- Macmillan (164) John Paul Jones- Tooker -Macmillan (165) Light Bringers - Wade- Little, Brown (166) With Lasalle, The Explorer-Warson-Holt.

POEMS FOR MEMORIZING: (Title and author) (1) Autumn: Down to Sleep - H.H. Jackson (2) The Faery Song-Keats (3) Winter: Peboan, the Winter-Longfellow's Hiawatha (4) Christmas Poem-Margaret Deland (5) Everywhere, Everywhere, Christmas Tonight-Phillips Brooks (6) Spring: March- Bryant (7) The Song Sparrow-Van Dyke (8) An English Apple Orchard in the Spring-Martin. (9) In School Days- Whittier- (10) The Swimmin' Hole- Riley (11) A Norse Lullaby- Field (12) A Day-Emily Dickinson (13) The Law of the Jungle-Kipling (14) Opportunity- E.R. Sill- (15) Daybreak- Longfellow (16) Sir Patrick Spens- (17) Incident of the French Camp- Browning (18) The Wind and the Moon- George MacDonald (19) The Donkey and the Mocking Bird- Bryant. (NOTE: Try the easiest ones)

POEMS TO BE READ TO THE CLASS FOR DISCUSSION: (Title and author) (1) The Mystic Weaver (2) Keramos- Longfellow (3) Fust and His Friends- Browning (4) Hanging of the Crane- Longfellow (5) Song of the Shirt- Hood (6) The Cry ofthe Children- Mrs. Browning (7) The Weaver's Dream- Alice Cary (8) A Handful of Clay- Van Dyke.(NOTE: Try the easiest ones.)

STORIES THAT MAY BE READ OR TOLD TO THE CLASS: (Title and author) (1) Ben Hur- Lew Wallace (Selected) (2) The Chariot Race, The Circus, Rip Van Winkle- Irving (3) Ichabod Crane- Irving (4) The Shipwreck; Sardinian Drummer Boy; The Blood of Romagna; From The Apennines to the Andes; From the Heart of a Boy- De Amicis (5) David and Goliath- Bible (6) Jonathan and David- Bible (7) The Siege- Scott's Ivanhoe (8) First Christmas Tree, The Other Wise Man, - Van Dyke (9) The Birds' Christmas Carol- Wiggin (10) Ten Short Stories - Dickens (11) Red Dog (Second Jungle Book)-Kipling (12) The Ship that Found Herself (The Day's Work) - Kipling (13) The Cat Who Walked by Himself (Just So Stories)-Kipling (14) How the Elephant Got his Trunk (Just So Stories) -Kipling (15) Rikki, Tikki, Tavi (Jungle Book) -Kipling (16) Billy Bog and His Bull; The Pacing Mustang - S. Seton Thompson (17) The Doll's Dressmaker (Our Mutual Friend)- Dickens (18) Where Love Is There God is Also: Master and Man- Tolstoi (19) Twenty-three Tales from Tolstoi. (NOTE: Select the easiest ones.)

POEMS TO BE READ TO THE CLASS AND DISCUSSED: (Title and author) (1) Charlemagne (Tales of a Wayside Inn)-Longfellow (2) Angel of Buena Vista-Browning (3) The House Beautiful- Stevenson (4) The Legend Beautiful- Longfellow (5) Horatius- Macaulay (6) The Revenge-Tennyson (7) Fidelity- Wordsworth (8) Song of My Life- Mackay (9) In the Doorway- Browning (10) Courtship of Miles Standish- (Selected parts)-Longfellow (11) Gunga Din- Kipling (12) The Canadian Boat Song- Moore (13) The Angler's Reveille- Van Dyke.

GOOD POETRY BOOKS: (Title and author) (1) Golden Staircase-Chisholm-Putnam (2)Treasury of Verse for School and Home- Edgar and Chilman-Crowell (3) Home Book of Verse - Stevenson- Holt (4) The Listening Child- Thatcher-Macmillan (5) Golden Numbers- Wiggin-Doubleday (6) Posy Ring- Wiggin-Doubleday (7) For Days-Wynne-Stokes.

DRAMATIZATIONS: (1) Five Plays and Five Pantomimes- Baldwin-Penn Pub. Co. (2) The Fairy Four -Leaf - Bell- Brentano Co. (3) Dramatized Child Health- Hollock- American Child Health Association (4) Helga and the White Peacock-Meigs- Macmillan (5) Holiday Plays- Perington-Duffield (6) Magic Whistle and Other Fairy Tale Plays-Nesbitt-Longman's (7) Christmas Plays for Children - Pemberton- Crowell (8) Four Plays for Children- Sidgwick-Sidgwick Co. (9) Little Plays for Little

People-Sowerby - Frwde Co. (10) Little Folks' Plays of American Heroes- Badger Co.(11) Fairy Tales and How to Act Them-Bell - Longmans (12) Harper's Book of Little Plays- Harper (13) Christmas Candles- Carter- Holt (14) One Act Plays for Young Folks- Jagendorf- Brentano (15) Ten Minutes by The Clock Riley - Doran (16) Colonial Plays for School Room-Shoemaker-Educational Publishing Co. (17) Dramatized Scenes from American History - Stevenson- Houghton Mifflin (18) Let's Act- Stitt and Goldberg- Silver Burdett Co. (19) Lafayette; Christopher Colombus; Walker- Holt (20) The Long Knives in Illinois- Walker- Holt (21) Child's Book of Holiday Plays. (NOTE: Try the easiest ones.)

MORE BOOKS FOR HOME AND SCHOOL EXTENSION READING:Continued from Page (22): (167) Why the Chimes Rang and Other Stories-Alden- Bobbs Merril Co. (168) Forge in the Forest- Bay- Harper (169) American Indian Fairy Tales- Harrison- Dodd Mead and Co. (170) Little Boy Lost- Hudson- Knopf (171) Indian Fairy Tales-Jacobs- Putnam's (172) Yellow Fairy Book-Lang-Longman's (173) At The Back of the North Wind-Macdonald- Lippincott (174) The Japanese Fairy Book-Ozaki-Dutton (175) King Arthur and Knights of The Round Table- Pyle- Scribner's (176) King of the Golden River-Ruskin- Heath (177) Indian Legends- Washburne- Rand McNally (178) Jo's Boys- Alcott- Little, Brown (179) Eyes of the Woods- Altsheler-Appleton (180) Great Sioux Trail - Altsheler - Appleton (181) Hunters of the Hills- Altsheler-Appleton (182) Shadow of the North- Altsheler- Appleton (183) The Treasure Ship- Asquith- Scribner's (184) Shasta of the Wolves- Baker- Dodd Mead & Co. (187) Danny Fists- Camp - Appleton (188) Understood Betsy-Canfield- Holt (189) The Dog of Flanders-de la Ramee- Lippincott- Philadelphia. (190) Merrylips- Dix-Macmillan (191) Jan of the Windmill-Ewing- Heath (192) Tales of Captains and Conquests- Hall-Ginn (193) Katrinka- Haskell- Dutton (194) Tanglewood Tales-Hawthorne-Houghton (195) Nelly's Silver Mine-Jackson-Little Brown (196) The Rainy Day Book for Boys and Girls-Knox-Century (197) The Wonderful Adventures of Nills-Lagerlof-Double-day (198) Tales from Shakespeare- Lamb- Macmillan (199) Book of Princes and Princesses- Lang- Longman's (200) Rain on the Roof - Meigs- Macmillan (201) Chi Wee-Moon- Doubleday (202) Bible Stories to Read and Tell- Olcott-Hougton (203) Santa Claus' Partner - Page- Scribner's (204) White Patch- Patri- American Book (205) Irish Twins- Perkins-Houghton (206) Pollyanna- Porter Page (207) Dandelion Cottage-Rankin - Holt (208) Tales from Munchausen Raspe- Heath (209) Christmas Stories- Riis- Macmillan (210) Black Beauty-Sewell-Dodge (211) Castle Bair- Shaw- Dodge (212) Heimatlos-Spyri-Ginn (213) Tell me a True Story- Stewart Revell (214) Ten Great Adventures- Sweetser- Harper (215) Great Inventors and their Inventions- Bachman- American Book (216) A Dutch Boy Fifty Years After- Bok- Scribner's

(217) Joan of Arc- Boutet de Monvel- McKay (218) Boy Emigrants -Brooks- Scribner's (219) More Than Conquerors-Gilbert-Century- (220) Boy's Life of Edison- Meadowcroft-Harper (221) Fighters for Peace- Parkman-Century (222) Heroes of Today-Parkman- Century (223) Heroines of Service- Parkman - Century (224) History's Most Famous Words- Smith - Lothrop, Lee and Shepard Co. (225) Wonder Workers- Wade- Little, Brown Co.

(226) The Days of Giants- Brown- Houghton (227) The Pied Piper of Hamelin-Browning- Rand McNally (228) Master Skylark-Bennett- Century (229) The Starlight Wonder Book-Beston-Atlantic Monthly Press (230) The Burgess Animal Book for children - Burgess- Little, Brown (231) The Burgess Bird Book for Children - Burgess- Little, Brown (232) Squirrels and Other Fur Bearers- Burroughs- Houghton (233) The Wireless Man-Collins -Appleton (234) The Boy's Book of Model Aeroplanes- Collins-Century (235) The Adventures of Odysseus and the Tale of Troy-Colum-Macmillan (236) The King of Ireland's Son-Colum-Macmillan (237) Insect Life-Comstock-Appleton (238) Canzoni and Songs of Wedlock-Daly-Harcourt (239) The White Indian Boy-Driggs-World Book (240) The Wind in the Willows- Grahame- Scribner's (241) The Laughing Muse- Guiterman- Harper and Brothers (242) A Year in a Coal Mine- Husband-Houghton (243) Book of the Ocean-Ingersoll-Century (244) Cowboy Songs and Other Frontier Ballads- Lomax- Macmillan (245) Donegal Fairy Tales-MacManus - Doubleday, Page (246) The Children's Life of the Bee - Maeterlinck-Dodd, Mead and Co. (247) Boy's Home Book of Science and Construction- Morgan- Lothrop, Lee and Shepard Co. (248) Pepper and Salt; Merry Advantures of Robin Hood- Pyle-Scribner's (249) Bimbi Stories-Ramee- Lippincott (250) Captain January-Richards- Page Co.

(251) Theodore Roosevelts Letters to His Children-Scribner's (252) Modern Americans; Modern Europeans; Other Soldiers-Sandford-The Laurel Book Co., Chicago, Illinois. (253) Biography of a Grizzly-Seton-Century (254) Lives of the Hunted; The Trail of the Sandhill Stag; - Seton-Scribner's (255) Heidi- Spyri-Rand McNally (256) A Book of Ballads-Stemple- Holt (257) The Rose and the Ring-Thackeray-Putnam's (258) Geography Journeys in Distant Lands- Barrows- Silver, Burdett (259) Log-Cabin Days-Blaisdell- Little, Brown (260) Animal Secrets Told: A Book of Why's - Brearley- F. A. Stokes (261) From Trail to Railway Through the Appalachians-Brighan - Ginn (262) How We Are Clothed; How We Are Fed; How We Are Sheltered; How We Travel- Chamberlain- Macmillan (263) Why We Celebrate Our Holidays- Curtis- Lyons and Carnahan, N. Y. (264) Young Citizen-Dole-Heath (265) Story of the Ship -Grant-McLoughlin Brothers (266) Representative Cities of the United States-Hotchkiss-Houghton (267) The Flame Fiend - Jameson- Allen and Bacon (268) Trees, Stars and Birds- Moseley-

World Book (269) Panama and Its Bridge of Waters-Nida-Rand McNally (270) Following the Frontier-Nida-Macmillan (271) Animal Stories from Eskimo Land-Riggs- Stokes (272) Five Little Strangers and How they Came to Live in America-Schwartz -American Book (273) Safety First For Little Folks-Waldo-Scribner's (274) How the Present Came From the Past-Wells-Macmillan.

EIGHTH GRADE

(1) The Day's Wark-(Selected Stories) - Kipling- Doubleda y (2) The House of the Seven Gables-Hawthorne- Everyman's Library (3) Alice of Old Vincennes-Thompson-Grossett and Dunlap Co. (4) Huckleberry Finn- Clemens- Harper and Brothers (5) Tom Sawyer-Clemens-Harper and Brother (6) The Man Without a Country- Hale- Little, Brown (6) Tom Brown's School Days-Hughes-Macmillan (7) Tom Brown At Rugby- Hughes- Macmillan (8) Tom Brown at Oxford-Hughes- Macmillan (9) The Legend of Sleepy Hollow-Irving- A.L. Burt Co. (10) Ramona - Jackson - Little, Brown (11) Winning of the West- Roosevelt-Burt (12) Men of Iron-Pyle-Harper and Brother (13) Montcalm and Wolfe-Parkman-Little, Brown (14) Kidnapped-Stevenson- Scribner's (15) Gulliver's Travels- Swift-Macmillan (16) Penrod- Tarkington- Doubleday (17) Mr. Wiggs of the Cabbage Patch-Rice-Century (18) Story of My Life- H. Keller-Doubleday (19) Helen's Babies- Habberton-Caldwell (20) How Two Boys Made Their Own Electrical Apparatus- St. John-Everyman's Library (21) Twenty Three-Tales-Tolstoi-Everyman's Library (22) Women in the Making of America- Century (23) Panama, Past and Present-Bishop- Century (24) Tales from Shakespeare- Lamb-Everyman's Library (25) Anne of Green Gables- Montgomery- Page Co. (26) Freckles - Porter- Doubleday (27) Egyptian Princess-Ebers- Cromwell (28) William Tell-Schiller-McKay (29) Undine-Fouquet-Crowell (30) Crandford-Gaskell-Crowell (30)Queechy-Warner-A. L. Burt Co. (31) The Water Witch-Scott-Everyman's Library (32) The Hoosier Scholmaster- The Hoosier Schoolboy-Eggleston- Grosset and Dunlap (33) The Secret Garden-Burnett. (34) The Reds of the Midi- Gras-Appleton (35) Napoleon Bonaparte-Johnston-Holt (36) The Jessamy Bride-Moore-Frankfort (37) The Marble Faun-Hawthorne-A. L. Co. (38) Emmy Low- Mason-Grossett (39) The Story of Tonty-Catherwood-McClurg (40) Hucleberry Finn-Clemens-Harper (41) Tom Sawyer-Clemens-Harper (42) Red Cap Tales- Crockett (43) The Gold Bug-Poe- A. L. Burt Co. (44) The Story of Ab-Waterloo-Doubleday

(45) Lisbeth Longfrock-Aanrud-Macmillan (46) Midsummer-Adams-Macmillan (47) Little Men-Alcott-Little, Brown (48) Horsemen of the Plains Altsholer- Macmillan (49) Behind the Line- Barbour- Appleton (50) Johnnie Kelly-Boyer-Houghton (51) Lost Prince-Burnett-Scribner's (52) Danny, The Freshman-Camp Appleton (53) Little Princess Nina- Charskaya-Holt- (54) The Fast Mail- Drysdale- Wilde (55) Billy Topsail, M.D.-

- Duncan- Revell (56) Understood Betsy - Fisher- Holt (57) The Poor Little Rich Girl - French - Century (58) Black-foot Lodge Tales- Grinnell- Scribner's (59) The Dark Frigate-Hawes-Appleton (60) High Benton-Heyliger - Appleton (61) Smoky-James- Scribner's (62) The Boy and the Baron- Knapp- Century (63) Jerry-London- Grossett and Dunlap (64) Nobody's Boy-Malot- Cupples (65) The Flamingo Feather-Monroe-Harper (66) Lost Indian Magic-Moon-Stokes (67) The Pearl Lagoon-Nordhoff-Little, Brown (68) The Stroke Oar -Paine-Scribner's (69) This Way to Christmas-Sawyer-Harper (70) The Boarded-up House- Seaman- Century (71) Little Jarvis- Seawell -Appleton (72) Silent Scott-Skinner-Macmillan (73) Uncle Tom's Cabin-Stowe-Houghton (74) Scarlet Cockerel-Sublette- Houghton Mifflin (75) Seventeen-Tarkington-Doubleday (76) Lad, a Dong- Terhune- Dutton (77) Twenty Thousand Leagues Under the Sea-Verne-Scribner's (78) Ungava Bob - Wallace - Revell (79) When Patty Went to College-Webster-Century (80) Magic Forest-White-Macmillan (81) The Prince and the Page-Yonge- Duffield & Co., N. Y. (82) Short Sixes - Bunner - Scribner's (83) Shen of the Sea- Christman- E. P. Dutton Co. (84) The Boy Scout and Other Stories- Davis- Scribner's (85) Tales from Silverlands- Finger-Doubleday (86) Horses Nine- Ford- Scribner's (87) Great Sea Stories- French- Brentano (88) The Ransom of Red Chief-Henry-Doubleday (89) Stories of the Great West- Roosevelt-Scribner's (90) Twenty-Four Unusual Stories- Tyler-Harcourt (91) The Book of Laughter-Putnam's Sons, N. Y.

(92) Historic Boys- Brooks-Putnam's (93) Historic Girls-Brooks-Putnam's (94) Adventures of Buffalo Bill- Cody-Harper (95) Indian Boyhood- Eastman- Little, Brown (96) The Life of Roosevelt- Hagedorn-Harper (97) What Are You Going To Be? - Hawksworth- Century (98) Fourteen Years a Sailor-Konlon- Doran (99) Boy's Life of Lafayette- Nicolay -Century (100) Bright Roads of Adventure- Paine- Houghton (101) Famous Leaders of Characters- Wildman- Page.(102) Porto Rico, A Caribbean Isle-Van Deusen-H.Holt, N. Y.

NOTE: Other books of fiction for this grade, or of the work-type, may be chosen from the seventh-grade list.

POEMS FOR MEMORIZING: (Select easiest ones)

AUTUMN: (Title and author) Autumn Trees- Gilder; Tampa Robins - Lanier; To Autumn-Keats; Autumn-Hood (2) WINTER: The Chambered Nautilus-Holmes; Christmas from Marmion (Lines 86-122, Introduction to Canto VI); Winter- (Sir Launfal) - Lowell -; Christmas Sermon-Stevenson; Barnacles (A New Year's Poem)-Lanier; Death of Old Year-Tennyson (3) SPRING: Voice of Spring-Hemans; Going a Maying- Herrick; June (Sir Launfal) -

Lowell; Mocking Bird- Whittier; Marshes of Glynn-Lanier; Rhodora-Emerson (4) MISCELLANEOUS: Annabel Lee-Poe; Bugle Song -Tennyson; SantaFilomena-Longfellow; Building of the Ship (Last twenty-two lines); Home, Sweet Home-Paine; Laugh and Be Merry-Masefield; There Was a Boy-Wordsworth; Lady Clare-Tennyson; Longing- Lowell; The Courtin'- Lowell; The Days That Are Gone-Mackay; Sir Galahad-Tennyson; Sermon of Sir Francisco Longfellow; Apostrophe to the Ocean-Byron; For a' That- Burns; The Heritage-Lowell; My Trust- Whittier; Crossing the Bar-Tennyson; Telling the Bees-Whittier; The Flower of Liberty-Homes; Love of Country-Montgomery.
(NOTE: Select the easiest ones.)

POEMS TO BE READ TO AND DISCUSSED BY THE CLASS: Pied Piper-Browning; Destruction of Sennacherib-Byron; Song of Marion's Men-Bryant; Hérvie Riel- Browning; John Gilpin's Ride- Cowper; The Bells- Poe; William Tell-Schiller; Ballad of East and West-Kippling; The Raven-Poe; Skeleton in Armor-Longfellow; Lotus Eaters-Tennyson; Sohrab and Rustum-Arnold; Hohenlinden- Cambell; Lord Ullin's Daughter-Campbell; The Heathen Chinee-Bret Harte; Forty Singing Seamen- Noyes.
(NOTE: Select the easiest ones)

PLAYS AND DRAMATIZATIONS: (1) School Plays for All Occasions- Barnum- Barse Co. (2) Literature Dramatized-Butler- Harcourt (3) Lady of the Lake (Scott)-Comstock-(4) Short Plays from Dickens- Dickens- Scribner's (5) Three to Make Ready- Garnett-Doran (6) Plays for Young People-Harris- Funk and Wagnalls (7) Tony Sarg Marionette Book-Isaac -Viking Co. (8) One Act Plays for Young Folks-Jaggendorf- Brentano (9) Old King Cole and Other Medieval Plays-Krohn- Doran (10) Little Play Book-Lord-Duffield Co. (11) Story and Play Readers, Vol. I- Lutkenhaus-Century (12) Plays of the Pioneers -Mackay -Harper (13) Festival Plays- Merington-Duffield Co. (14) Form Room Plays-Senior Book- Smith- E. P. Dutton Co.

REFERENCES

(1) Barrows, S.T. - The Teaching of English to Foreign Students- The Classroom Teacher, Vol. II. (2) Blaisdell, T.C. -Ways to Teach English-Doubleday, Doran and Co., Garden City, N.Y. (3) Bryan-How to Tell Stories To Children- Houghton Mifflin Co. (4) Germane and Germane- Silent Reading-Row Peterson (5) Gist and King- The Teaching and Supervision of Reading-Charles Scribner's Sons. N. Y. (6) Haliburton and Smith-Teaching of Poetry in the Grades- Houghton Mifflin Co. (7) Huber, Bruner and Curry-Children's Interest in Poetry-Rand McNally Co. (8) National Society for the Study of Education - Twenty-Fourth Yearbook, Part I- Public School Publishing Co., Bloomington, Ill. (9) O'Brien , J. A. - Silent Reading- Houghton Mifflin Co. (10) Smith, Nila B. - One Hundred

Ways of Teaching Silent Reading (11) Bolenius, E. E. - The Teaching of Literature in the Grammar Grades and the High School- Houghton Mifflin Co. (12) Stone, C. Silent and Oral Reading- Houghton Mifflin Co. (13) Uhl- The Materials of Reading- Silver, Burdett Co. (14) Wheat, H. G.- The Teaching of Reading- Ginn and Co. (15) Warriner, E. C. - The Teaching of English Clasics in the Grammar Grades- Houghton Mifflin Co., Boston, Mass. (16) Cross, W.L. -Development of the English Novel (17) Coryell, Nancy- Intensive and Extensive Teaching of Literature- Teachers College, Columbia University (18) Thomas, C. S. - The Teaching of English in the Secondary School- Houghton Mifflin Co.

IX. METHODS - TESTS - SCALES.

(1) METHODS: (a) Burton, W. H. - The Nature and Direction of Learning- Appleton (b) Colvin- An Introduction to High School Teaching-Macmillan (c) Douglass-Modern Methods in High School Teaching- Houghton Mifflin (d) Waples- Procedures in High School Teaching-Macmillan.

(2) TESTS AND SCALES: (a) Briggs- English Form Tests- Teachers College, Columbia University (b) Clapp-Young English Tests, A and B- Houghton Mifflin Co. (c) Cross- English Tests-World Book Co., Yonkers-on-the Hudson, N.Y. (d) Detroit Reading Test- World Book Co. (e) Detroit Word Recognition Test- World Book Co. (f) Gates' Silent Reading Tests, Types A, B, C, D, Grades 3-8 - Teachers College, Columbia University (g) Gray-Standardized Oral Reading Check Tests, Set IV. - Public School Publishing Co., Bloomingtonk Ill. (h) Gray-Oral Reading Paragraph- Public School Publishing Co,, Bloomington, Ill. (i) Haggerty- Reading Examination - World Book Co. (j) Lewis , E. E. - Scale for Measuring Certain Types of English Composition- World Book Co. (k) McCall and Crabbs - Standard Test Lessons in Reading- Teachers College, Columbia University (l) Monroe-Revised Silent Reading Test, Test II, Forms 1, 2, 3, for grades 6-8- (m) -New York Penmanship Scale -Board of Education, N. Y. (n) Nelson-Silent Reading Test- Houghton Mifflin (o) Orleans- Public School Achievement Test in Reading, grades 3-8 - Public School Publishing Co., Bloomington, Ill. (p) Pressey-Diagnostic Reading Test , Grades 3-9, and Diagnostic Tests in Fundamental Reading Habits- Public School Publishing Co.,Bloomington, Ill. (q) Thorndike-McCall- Reading Scale- Teachers College- Columbia University (r) Stone- Narrative Reading Test, Grades 6-9 -Public School Publishing Co.m Bloomington, Ill. (s) Trabue- Nassau County Supplement to the Hillegas Scale- Teachers College, Columbia University (t) Williams- Reading Test, Grades 4-9- Public School Publishing Co., Bloomington, Ill.

Note = (1). The Monroe tests are published by the Public School Publishing Co., Bloomington, Illinois.